THE EDUCATIONAL WEEKLY.

VOLUME IX. CHICAGO, APRIL 14, 1881. NUMBER 198.

THE EDUCATIONAL WEEKLY

ESTABLISHED IN DECEMBER, 1876, BY THE UNION OF

THE ILLINOIS SCHOOLMASTER, ILLINOIS. THE MICHIGAN TEACHER, MICHIGAN.
THE NEBRASKA TEACHER, NEBRASKA. HOME AND SCHOOL, KENTUCKY.
THE SCHOOL REPORTER, INDIANA. THE SCHOOL, MICHIGAN.
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Remittances made payable and addressed to the publisher.

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24 LAKESIDE BUILDING, CHICAGO, ILL.

ENTERED AT CHICAGO POST OFFICE AS SECOND-CLASS MATTER.

School legislation is progressing slowly, but, upon the whole, encouragingly in the Michigan Legislature. We have received printed bills now pending, and shall publish a synopsis of them in this number of THE WEEKLY or the next. The bill for the purpose of securing greater uniformity of text-books is an important measure, which should engage the immediate consideration of everybody who is at all concerned in the proper management of the schools. In fact, everybody is concerned, whether he realizes it or not, but few manifest any considerable concern. There is a good opportunity for an exception to the ordinary apathy. Make up your minds whether you want uniformity of text-books; and, if so, whether you want it on these terms. Having decided these questions, remember that you have employed representatives to go to Lansing and legislate for you; and, remembering this, let these gentlemen understand what you want them to do.

The Institute bill now pending in the Illinois Legislature is one of those measures which commend themselves to the approval of every well-informed mind as axiomatically wise, so that it is perplexing to conceive why they still await enactment, instead of being law already. This law proposes to require teachers to undergo an examination in certain branches and obtain a certificate of qualification before they can draw public money as teachers in our common schools. This is nothing new. It is a requirement of the present school law. True; but the next proposition is that each applicant for a certificate shall pay a small fee, and that this fee shall go into a county fund to help to support teachers' institutes. A similar law in this regard exists in several other States and has been found to work well. County boards may appropriate additional amounts to foster institutes. Now, just so long as the people see fit to tax themselves to sustain public schools, it will be thoroughly consistent with the principle upon which they levy and collect such taxes for the school, to appropriate public money to render these schools effective for the purpose for which they were created, a thing impossible without good teachers. Institutes are, or should be, itinerant normal schools. Not more than one in a hundred of the teachers of Illinois is a normal school graduate. It is a pity this is true, but it is so. However, it is possible to supply the lack of such training to a very considerable degree through a proper institute system, in which systematic instruction is given in each county of the State to the teachers and candidates for teachers' licenses. This law will collect a part of the expenses of such institutes from those who are in the work of teaching, or who are striving to get into it. If any one can suggest a single sound objection to such a law, our columns are open to him.

We are glad to learn that there is reason to hope that this bill will become a law; but, in the meantime, superintendents and teachers should write to their representatives at Springfield urging them to vote for it.

We call attention to the decision of the Supreme Court of Michigan, given in our School Law Department, showing that the position taken by THE WEEKLY last week is correct. In case a school board orders a school closed as a reasonable means of checking the spread of an epidemic in the locality, the teacher's salary does not cease during such a vacation. The act of the board is not "an act of God," within the legal meaning of that term, and does not release them from their obligation to pay the teacher for the time covered by his contract with them. They cannot visit their misfortune on the teacher, who, in case of his own sickness must bear the loss it entails, even to the sacrifice of his entire salary if he is unable to perform his contract. This would be a badly balanced world, indeed, if one party to a contract were required to suffer all the misfortunes of both.

Even in the midst of heaps of journals and books fresh from the prolific press of our day, I can now and then turn with great pleasure to the old authors, whose acquaintance was made in youth with no little difficulty and tribulation. One of the most enjoyable of these is the Golden Book of Erasmus' Colloquies (Colloquiarum Familiarum Erasmi Opus Aureum.) It has over 500 pages on 60 or 70 different subjects, and being written when men were but here and there emerging from the brutalities of the dark ages, it is a wonderful mixture of wisdom, propriety, and what we now regard as shocking impropriety; above all Erasmus seems to have studied affability of address. He had such agreeable manners, and such skill in language that he was chosen as tutor for an English Prince and was a favorite of grim Henry VIII. A Frenchman could not contrive greater variety of neat phrase than he gets out of stiff Latin. He was of Rotterdam by birth, son of a clergyman's daughter without an acknowledged father; but his excellent Latin was then a passport through all Europe, and he traveled much. He was a supporter of Luther's opinions in his bland, courtier way, and from under the strong wing of the burly English King. The Colloquies are educational, they are dedicated to a pupil, and the first chapter, on urbane salutation, and how to make oneself agreeable, takes a modern reader all aback, here and there, with outspoken directions and namings of things that are by no means far-

fetched, but that in our circumlocutory days are never put into print. The second paragraph which tells us when to salute, includes cases of sneezing and hiccoughing, in obedience to the old superstition, not yet quite lost.

Erasmus had a fine sense of propriety, the whole book gives evidence of it, but he exemplified it according to the rude habits of his age. A single example of his excellent rules for composition will show how practical they were. In a copiæ compendium—a chapter on synonymous modes of expression—he takes the sentence, "Your letter gave me great pleasure" and gives three pages of variations, first by synonymous words, then by changes of arrangement, use of the passive verb, negative forms, amplification, metaphor, comparison, etc. A number of his chapters would be richly serviceable to teachers of to-day. Human nature is still the same, and amiable Erasmus had an intimate acquaintance with it.

The exercise of the supreme power in a school is generally vested in the teacher, subject to the supervision of those from whom he receives his appointment. We know that in our system of civil government there are three departments, the legislative, judicial and executive. These, in the school, are usually united in the person of the teacher, making his duties sometimes trying and always responsible. He frames the rules of action for the pupils while they are entrusted to his care; he is master to direct, friend to advise, teacher to instruct and executive to enforce his rules. It is his duty to look after the health, secure the comfort, protect the rights, and preserve the morals of his pupils. As he assumes to be a teacher, there are those who expect him to be learned, wise, careful, prudent, amiable, gentle, sociable, forbearing, long-suffering, impartial, charitable, diligent, attentive, studious, energetic, polite, commanding, healthy, omniscient and omnipresent. Such expectations are never realized, and consequently it will not be surprising that he does not give full satisfaction to all his pupils and their parents. Still it may be safely asserted, that as a class, teachers do possess at least a *desire* to do right.—*Ex.*

Having opened so magnificently, it is a pity that the writer ran out of ink so soon. Charity impels us to conjecture that, had his ink-horn contained one drop more, he would have added: "And, considering all things, it may be safely averred that no other class of men and women, so numerous, and of equal training and experience, perform their duties more wisely and conscientiously."

The *Nation*, in commenting upon remarks by the London *Spectator* on the marvelous growth, power, and riches of the United States, and their declining to employ their strength for the relief of oppressed nationalities, as Armenia, for example—says that America is doing a better service to all countries, including even Armenia, by showing the example of an unarmed Nation, in which the million of men who would be required as soldiers, if she went to war, "for delivering the oppressed," are in the fields and workshops, producers for all nations. They are married to as many women, with an average of two children to each pair, making four millions left free in the pursuit of happiness for themselves and others. No nation, in all the world's history has ever before presented such a spectacle, taught such a lesson, or so developed all the powers of all its people to making provision for human subsistence and enjoyment.

It is quite certain that before many years the example and effect of America, overflowing with an abundance of food, and steadily offering it to Europe at rates with which its heavily burdened agriculturists cannot hope to compete, will render the maintenance of its enormous armed hosts and fortresses unendurable. As THE WEEKLY published the article from the London *Spectator*, here referred to, its readers will understand and enjoy the observations of *The Nation*, the substance of which we have here given.

INDIVIDUAL INSTRUCTION SYSTEMATIZED.

What is a "school of individual instruction?" This question is growing in frequency and gathering importance every day. The term is a comparatively new one. Indeed, the first school of this name, so far as the writer is informed, was organized at Evanston in the winter of 1876. Beginning with eight pupils in December, it increased to over sixty before the close of the year, and during the following year enrolled over eighty students. The studies pursued embraced everything usually taught in a first-class high school and in the Freshman and Sophomore classes of a college course, although there were few students who had got beyond Freshman studies at the time the school closed. The institution occupied rented premises which were involved in a law suit. Application was made for a lease for a term of years. This could not be obtained from either party to the suit, owing to the unsettled condition of the title; there were no other buildings of sufficient capacity in the town procurable, and removal became inevitable. In the meantime, the founder was urged to enter the editorial field. He accepted the invitation, and the school was suspended; not, however, before it had awakened a lively interest in the scheme of individual instruction, and introduced the term into use all over the country. A very general idea got abroad that this method of instruction aimed at adapting itself to individual wants and capabilities, in distinction from the method of class and graded school instruction. It promised, therefore, to meet a popular demand. But how? This was, and still is, an interesting question. Letters of inquiry poured in from all parts of the country, from New England to California: from private school teachers, from city superintendents, and from college presidents. Very many of these sympathized with the purpose of the institution, to adapt instruction to the natural and circumstantial differences which every educator knows exists among the members of every grade in our public schools and colleges, but how this aim could be reached without an entire revolution in existing methods, and how that revolution could be brought about, struck most men as an enigma. Nevertheless, in "ungraded rooms" in our cities and larger towns, and by multiplication of classes and other modifications of old regulations, as at the State University of Michigan, the idea made progress; and the term "individual instruction," as conveying this idea, came into well authorized use. Select schools sprang up in all parts of the country, professing in name to be schools of individual instruction, and this addition was made to the old names of not less than a score of academies, and commercial schools in various places. Few of these seem to have had any clear conception of what the term meant, beyond a vague notion that, any kind of a school which permitted each student to begin his studies where he last left them, to take one or more studies, as his interests or tastes dictated, and to advance as rapidly as his health and natural and acquired capabilities would enable him to do, getting assistance from his teacher whenever he wanted it, was a school of individual instruction. Now, it is true that much, if not all, of this conception of such a school is involved in the correct plan of a school of this name. But, there is this in the true model which few of the teachers of the schools last described seemed to comprehend,

viz.: a thorough *system*. A system by which one teacher can take care of from twenty to twenty-five students an hour, and lead them all along at the same time, and at independent rates of progress; adapting his instruction to the wants of each, without consuming the time of others, or in any way hindering them. A hint of the true method, the only *system* of individual instruction yet devised, will be a sufficient clue for any skillful teacher to enable him to solve the mystery in this term, and will put him in the way of establishing a school of this kind for himself, or of using the new method to modify the worst features of rigid class system. Suppose that a teacher sets aside a given hour to attend to scholars in arithmetic. At the appointed hour, each day, fifteen or twenty pupils may come together for instruction in this branch; but instead of their all being required to recite a given number of pages and perform the same number of examples, as in the class method, some such method as the following would be pursued. The teacher, prepared with written or printed sets of questions covering the entire book, would learn, as he called the roll, upon what pages each student was prepared to be examined, and would pass out to him a complete set of questions covering the subject matter of those as completely as would be done in any ordinary class recitation. The first person on the roll might be prepared on five pages in decimal fractions, the next on three pages in ratio and proportion, and a third on a single page in geometrical progression. Questions suited to the progress of each would be handed to him, and at his desk or at the board, as the examination papers would direct, each student would proceed to answer in writing. While calling the roll the teacher could also check the names of all students in any kind of difficulty, and wishing his help to overcome it. As soon as the recitation papers were distributed, so that all could be at work, the first student whose name was checked at roll call would be asked to make known his wants. If he alone needed help at that point, the teacher would instruct him alone, but if others had the same difficulty to overcome, all such would be instructed at once, while everybody else went on with his written examination work. This course would be pursued with all whose names were checked, as needing aid. Then the teacher would inspect the examination papers, as fast as they were returned to his desk, every question incorrectly answered would be marked, and the student would be required to go over the ground until he understood it. Instead of answering one question out of twenty, each person in a company of twenty students taught on this plan would be required to answer in writing every question; thus securing a degree of thoroughness not assured by the oral class recitations now in vogue. The stimulus of emulation, which in ordinary classes appears only among a few leaders, would by the individual method exist all along the line, between students nearly equally matched in talents and opportunities. Those who are usually dragged along by a large class faster than their abilities enable them to travel without distress and superficiality, and those who are fitted to outspeed any ordinary class, would fall into squads, matching themselves fairly, and contending with zeal for places reasonably within their reach. According to this plan a given number of students, beginning arithmetic at the same time, would not all complete it at the same moment, but, in accordance with nature and reasonable expectations, would reach the goal at intervals of several days, weeks, or even months apart.

The last fifteen minutes of each recitation, or, better, *instruction* hour, would be devoted to the discussion of topics by the whole class, in which all the members who were sufficiently advanced would be required to participate.

The above conveys a partial conception of the system of individual instruction, as distinguished from a mere, vague notion, and as distinguished from the rural school practice with advanced pupils, who are taught one by one.

By such a method as is above outlined, carried into all recitations, it is plain that it is entirely possible to avoid asking students to do what is impossible, to keep even pace in all studies, irrespective of natural talents, previous training, good or ill health, interruptions, or other elements of difference, such as exist in every class and grade.

How far this system could be carried into our public schools, is a subject worthy of the intent study of superintendents and teachers. That it is well adapted to the majority of country schools, in dealing with the more advanced pupils, seems plainly evident.

WALK IN THE LIGHT.

Walk in it, sit in it, work in it. Light is life, nothing living, vegetable or animal, can live without it. One of the gravest defects of our school-rooms is that they are so imperfectly lighted. In all the buildings constructed for large schools the most of the rooms within have windows on but one side. The consequence of this is that while the row of desks nearest the window have a good light, no others have, and the children farthest from the window, stooping over their desks, trying to make out the words of the book in the imperfect shadow that envelopes them, are sure to ruin their eyesight and injure their spines. Probably there are few instances where the personal exertion of teachers can overcome so radical a defect as this, but they may do something by insisting that the windows shall be kept clean, and by changing the seats of the dark corner pupils on cloudy days. After three or four generations fall hopeless victims to myopia there will probably be an improvement in the mode of constructing and lighting our school-houses.

HISTORY AND SCIENCE OF EDUCATION.

Special Correspondence of The Educational Weekly.

WASHINGTON, April 9, 1881.

Which are the most approved works in Germany on the history and science of education? This question is asked so often by visitors to the Board of Education, that the following answer, which is usually given to visitors, may be useful to a still larger number of educators or friends of education in this country. The German works on the history of pedagogy, the encyclopædias of education, and the works on the science of education are, without doubt, the best in existence. Young educators will be amply repaid for their trouble, if they study German, in order to utilize those inexhaustible resources of information.

The most valuable work, comprising the whole field of pedagogy, is the "Encyclopædie des gesammten Erziehungs und Unterrichtswesens," edited by Dr. K. A. Schmid. The first edition of this gigantic work, which numbers among its contributors the most distinguished educators and other specialists in Germany, is now complete in ten large octavo volumes covering 1,000 pages each. A second edition was begun in 1878, and has already reached several volumes.

A smaller, but exceedingly useful work is the "Encyclopædie, Methodologie und Literatur der Pædagogik," by Dr. K. V. Story, of the University of Jena. This work, which covers only 478

pages, sketches out very fully the whole field of pedagogy, philosophical, historical and practical, without, however, aiming at a comprehensive plan.

For the history of pedagogy the two most valuable works are Karl von Raumer's "Geschichte der Pædagogik," in four large volumes, and Karl Schmidt's "Geschichte der Pædagogik," equally in four volumes. The former is distinguished by able and attractive treatment of the lives and workings of great educators; the latter is more encyclopædic and conveys more information. The fourth volume of Schmidt, (1,140 pages) from Pestalozzi inclusive, down to 1876, would be most useful to a student who is not inclined to face the whole of either of these works. Another very good history is the work of Dr. L. Kellner. It covers 600 pages. This is the only impartial educational history written by a good Catholic.

A knowledge of the leading ideas of Comenius, Basedow and Pestalozzi is very important, but as their works are too voluminous, the student may read with more advantage the works of later writers, who have developed the ideas of the great educators named before. The most important of these works are those of Schwarz, Herbart, Graser, Salzmann, Niemeyer, Strumpell, Zeller, Kehr, Beneke, Zerrenner, Sailer, Querberg, Scherr, Denzel, Diesterweg and Dittes.

Among the educational periodicals the following are best suited for American educators:

1. *The Schoolmaster*, published at London.
2. *The Educational Times*, published at London.
3. *Le Journal General*, published at Paris.
4. *Le Manuel General*, published at Paris.
5. *Paedagogium*, published at Vienna.
6. *Revue Internationale de l'Enseignement*, published at Paris.
7. *Allegemeine Deutsche Lehrerzeitung* published at Leipzig.
8. *Allegemeine Schulzeitung*, published at Jena.

WHY DO WE NOT READ?

It has frequently been noticed that with all our public schools and free libraries, we are not a nation of readers. This is shown by the comparatively small editions of books published. The sale of 25,000 copies of a good, entertaining and cheap book, is regarded as something phenomenal, and this in a population of 50,000,000. There must be some reason for this, and the reason undoubtedly is, that we are too busy to read much. Yet this is not true of our young people, who, among the better classes, do not, as a rule, have occupation enough for their own good, yet how few of them ever spend much of their leisure time in reading. It seems to us a very grave defect in our present system of education, that it awakens so little desire in the minds of the young to seek information in books. It might seem to some that the instances cited by Charles Dudley Warner, in the following paragraph, are exaggerated, but an experience of some years in teaching leads us to believe that they are in no way unusual:

Those who have to deal with the education of the young, get revealing glimpses into the state of culture in the households of our highly intelligent country. A professor of one of our leading colleges told me not long ago that a freshman came to him, after he had been recommending certain books in the literary class, and said he had never read a book in his life. This was literally true; except his text-books he had never read a book; he had passed a fair examination, but of reading he knew no more than a Kaffir. Another professor, in another college, also one of the highest in the country (both of these are Eastern colleges, in the center of the best culture in America) told me recently that a sophomore, who stood well in his class, came to ask him where he obtained certain facts which he referred to in the class-room. It came out that the young man never had read a book, did not know what the sensation was, or how to set about it, and had not the faintest conception of literature. He had no notion of the pleasure or profit to be got from reading; the world of books was absolutely beyond his imagination, and he could not conceive what people found in it.

THE RELATIVE VALUE OF COLLEGE ENDOWMENTS EAST AND WEST.

BY PROF. GEO. HUNTINGTON.

This is a very different problem from that of the relative amounts of endowment, although the two are, of course, incidentally connected. The inquiry here proposed is, where will a given amount be worth most, dollar for dollar, for purposes of education?—a question which the intelligent donor is presumed to ask in advance of every gift, and by the answer to which the direction of his gift is presumed to be determined. The main factors in the problem are, the quantity and quality of student material to be wrought upon, the quantity and quality of the educational work performed, and the value of the work to important personal and public interests. The inquiry is restricted to that kind of education called Christian, and the point of view is that of the Western college. Where, then, let us ask, is the greatest amount of student patronage actually offered? In proportion to the surrounding population, no doubt at the East. A larger proportion of the youth there have liberally educated parents; a larger proportion have the necessary wealth and leisure; and the very presence of long-established and well-endowed colleges creates and perpetuates a demand, which can only be produced here by similar causes. But each item of this disparity, in wealth, in opportunity, in mental tendencies, is an argument for supplying to the West those means and motives to culture with which the East is already abundantly furnished. Moreover, when we make our comparison upon the basis of educational facilities, which is obviously the only just one to be assumed, the ratio is reversed. New England, for instance, has eight times the number of colleges which the most favored States of the West have in proportion to territory. That is, she has an advantage over us of eight to one as to the accessibility of her colleges. She has more colleges than the West has in proportion to population, nothwithstanding all that is said of the multiplication of such institutions here. She has invested in her colleges at the average rate of one and a quarter million dollars each; while an equal number of the best endowed colleges of the West average but $187,000, an advantage in her favor of six to one. Did our institutions, therefore, receive but a meager fraction of the number of students received by hers, it would be our full share. But not only is the number of our students out of all proportion to the facilities offered, but it is increasing far more rapidly than our resources. In some of the best-known of our colleges the increase is almost in geometrical ratio.

As to quality, opinions might differ. To a certain extent Eastern and Western constituencies are much alike. Our colleges are planted in the New England zone, and no small proportion of their students are of the choicest New England stock. Along with these migrated Yankees, come the representatives of remoter nations and migrations, Anglo-Saxon, Celtic, Teutonic, etc., among whom we often find our brightest and most cultivable intellects. On the whole, the average Western student compares favorably with his Eastern contemporary. If in any respect, he appears at a disadvantage, it is for reasons for which he is not accountable, and which themselves emphasize the demand for the institutions that tend to remove the inequalities between him and his New England cousins.

When we extend our comparison to the quantity and quality of educational work performed, our discussion is more embarassing. It is a question of the relative ability of teachers, of the resources of institutions, and of methods of instruction. Of

the last it is enough to say that our methods are essentially alike. The requisites for admission, the course of study pursued, the standard of scholarship maintained, are nearly identical in the two sections. The most important differences are the preparatory department and co-education. The former is necessitated by the lack of suitable fitting-schools, but is an economical feature of our system, inasmuch as the same recitation rooms are used for both departments, and nearly the entire work of the preparatory school is performed by the college faculty, in addition to full work in their own department. Co-education we hold to be right in principle; and it, too, is clearly the more economical plan. We thus do with one set of buildings and one corps of instructors what upon the older plan would require three.

Concerning the comparative ability of teachers it is hardly becoming in one of the number, East or West, to express an opinion. We are for the most part educated at the same institutions—at the East of course, for the newer colleges have not yet had time to produce their own teachers. Our college record would probably not differ much. At any rate, the facility with which professors, and even presidents, are called from one section to the other, and perhaps as often against the sun as with it, seems to show that the disparity is not generally regarded as serious. The Western professor does more work than his Eastern brother, and on a much smaller salary. Here again the disparity furnishes an argument for us from the economic point of view. It is quite within bounds to say that the same amount of endowment furnishes twice as much instruction at the West as at the East.

The disparity of endowments has been already alluded to, and is a cogent reason for sending educational gifts this way. A million dollars distributed among the New England colleges today, would no doubt render them more ornamental, furnish them with some desirable conveniences, and—a doubtful advantage—raise some of them a step or two nearer to the rank of universities, but would add practically nothing to their efficiency as colleges; while the same sum expended upon the needy institutions of the West would re-create our whole collegiate system.

It now remains to inquire what is the relative value of college training in the two sections to those directly or indirectly affected by it. The personal benefit to the student is not easily computed, as it is equal to his attainments at graduation, minus those which he possessed when he entered college. For observe that the question is not, What is he by favor of hereditary endowment, or of cultured associations, or of ante college training? but What has the college itself done for him? Upon this basis we are quite willing to risk a comparison of graduates.

Moreover, under our system the graduate is not the only one benefited. Our preparatory and academic departments bring us hundreds of students, who pursue special lines of study for a time, enjoying instruction from the college faculty, but without completing a course. Thus Carleton College, which has but just celebrated its first decennial, has extended its benefits to more than a thousand different students besides the graduates and under graduates of its collegiate department.

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The issue does not concern the West alone. The fate of the whole nation is at stake. Almost one third of the entire population of the country is already concentrated in the nine great Interior States. The scepter of political power is fast passing into their hands, and they will determine to a very great extent the character of our civilization and the destiny of the Republic. How vital the necessity of leavening this mass with a Christian culture which shall give to our civilization a basis of intelligence and morality.

The cause offers to Eastern capitalists a good investment; for to promote Christian education is to promote business intelligence, integrity, social good order, just legislation, and all the elements of material prosperity. In short, every dollar given to this cause is so much insurance upon the capital invested in Western business enterprises. To give to it is to aid the cause of evangelization. The churches recognize the Christian College as their auxiliary. It is a part of the Home Missionary system. It is a source of supply to the ministry. As many theological students are now furnished by the colleges of the West as by those of New England. It is an indispensable agency for this purpose. Not one in ten of these young men would or could go to New England for their education. Like Western railroads and other great business enterprises, like Western Home Missions, it cannot be sustained by a frontier population. Unless aid come from the East it must suffer disastrous, if not fatal, embarrassment.

One word more. The time to do something for this cause is now. We cannot afford to wait for a slow growth. Nothing grows slowly here. The nine great interior States have gained four millions in population in ten years. Four of them have gained more than half a million each, or more than the entire gain in New England. If President Magoun's suggestions were adopted, and "the next fifteen millions of dollars for the higher education should come West," and come at once, it would not enable us to keep pace with this enormous increase of our population.—*The Advance.*

GENERAL NEWS OF THE WEEK.

The grading for the Northern Pacific, up the valley of the Yellowstone, is being pushed with great energy. Three thousand men will be employed as soon as the frost is out of the ground, preference being given to persons who intend to settle in the country.

The fasting woman of Des Moines was visited by Dr. Peck, Dean of the medical faculty of the State University of Iowa, who declares that any attempt to force her to eat would be likely to make her a raving maniac. She passed the 46th day of her fast on Saturday.

There was a snowfall throughout western Iowa, on Friday, of eight to fifteen inches. It extended far back into the cattle ranges of Dakota, carrying distress to the cattle, which have to paw it from the buffalo and bunch grass as their only means of subsistence.

At the last meeting held in San Francisco by Messrs. Moody & Sankey, $82,000 was raised to cancel the debt on the building of the Young Mens' Christian Association.

Secretary Windom's refunding scheme has been approved by the Cabinet. He proposes to issue $104,000,000 new bonds at 3½ per cent. and sell them to the highest bidder. He proposes also, to call in maturing bonds and allow holders to retain them at a reduced rate of interest.

The Missouri river rose entirely out of its banks last week, reaching more than twenty feet above low water mark at Omaha. The river was four miles wide at this point on Saturday, and still rising. Fifteen hundred men were thrown out of employment by the flooding of the Omaha silver and gold smelting works, and the Union Pacific car shops. The Missouri Valley opposite and above Sioux City is all under water. The destruction of property is enormous. Many lives have been lost, fields submerged, and houses, barns, stacks, and stock swept away. The mayor of Yankton appeals to the country for aid for the drowned out families collected in that city.

Weary of the dead lock, Senators Fair and Jones, of Nevada, Teller of Colorado, and Masey, of Texas, have paired for the remainder of the session and gone home. Senator Davis, of Illinois, threatens to follow their example.

Five treaties and two hundred and sixty-five nominations await action of the senate.

The receipts of gold at New York alone, on Saturday last, from European countries amounted to $1,809,000.

Both houses of the Illinois Legislature have voted appropriations of $5,000 each to the Lincoln and Douglas monuments at Springfield and Chicago.

Pedestrianism grew into a mania in Chicago last week. The West side car conductors and drivers struck for higher wages. All day, Thursday and Friday, no cars were running, and denizens from the sun-set side of the city were compelled to walk, or pay double rates to ride in express wagons, on extemporized seats of rough boards. The press and citizens generally sympathized with the strikers, who have been kept for years past on the wages forced upon them in the worst times of the business depression from which the country began to emerge more than two years ago. In the mean time rents and provisions of all kinds have been advancing. The severe winter, which has rendered the men's duties all the more trying, has also increased the price of fuel, and now rents for the coming year have risen fully 15 per

cent. Under these circumstances the advance demanded by the men, 20 per cent., making their pay $2 per day, was perfectly reasonable, and newspapers and people who seldom if ever aided or abetted a strike before cheerfully put up with the inconvenience, encouraged the men to persevere in their demand, and offered to contribute to sustain them and their families. Within thirty-six hours the railway company yielded to the pressure, granted the men their demands in full, and the cars began to run on Friday evening, about the close of business hours. The strike was marked with orderly behavior on the part of the men from first to last. The only threats of violence or faint manifestations of it came from other classes; the citizens, in one or two cases, stopping straggling cars that ventured out on Thursday.

The Indiana Legislature has passed the bills providing for submitting certain constitutional amendments to a vote of the people. Among these is one conferring the elective franchise on women; also a strictly prohibitory liquor law. It seems that before anything more can be done, these amendments must have the approval of the next Legislature—this one being a called or extra session.

An amendment lengthening the official terms of State and county officers to four years, and making them ineligible for re-election, except after an interval of four years, was also passed, and a proposition of a similar character, although differently framed, was indorsed by the House.

The Nihilists have sent the new Czar a printed letter in the name of the Executive Committee of their organization, proposing to lay down their arms as soon as he grants the people a constitution with general suffrage, and proclaims a general amnesty for political offenders.

The earthquake in Scio, (the Chios of the New Testament) killed not less than six thousand persons, some reports say eight thousand. Forty thousand persons are without bread. Mr. Goschen, the British minister at Constantinople has sent persons to distribute relief to some sixty villages, large portions of which have been laid in ruins. Shocks of less violence recur from time to time, which are causing the cracked and tottering houses, left standing by the main convulsion, to crumble.

The trial of the assassins of the Czar, Alexander II., is in progress at St. Petersburg. There are sixty-four witnesses and seven experts to be examined. A life sized portrait of the victim of the assassins, draped in black, looks down upon the proceedings. Jeliaboff conducts his own defense. Replying to the President of the court, he said he was baptized as a member of the orthodox church, but denied its orthodoxy. He recognized the doctrine of Jesus Christ, which, he said, occupied an important place in his convictions. When asked as to his profession, he said he served the cause of the people, and that was his sole occupation, for which for years he had sacrificed his whole being. The court, which is a military one, or, at least, is organized to try cases in the troubled districts under a special decree, rejected the protest of Jeliaboff against being tried by a tribunal not constituted directly by the people, or by their legally elected delegates, or at least by a jury. Kibaltschitisch declared his position in the affair was purely scientific, but acknowledged he knew of the destination of the bombs. [Since the above was written the prisoners have all been declared guilty and sentenced to be hung.]

Four hundred and ten persons have died of the plague in Mesopotamia.

The Bey of Tunis has received assurances from the Tunisian tribes which have been raiding Tunisian and Algerian territory that they are willing to submit to his authority, but that they will resist foreign invasion. Ten thousand French troops have landed at Bonn.

STATE NEWS.

ILLINOIS.

Decatur high school has at a very small expense carried the city water to the natural science room on the third floor. This improvement has shown itself so valuable in the making of experiments and the management of apparatus that we have asked the science teacher, Mr. Henderson, to give our readers a brief account of some of the contrivances he has been using.

Supt. Trainer, of Macon, announces a summer institute to extend from July 25 to Aug. 19. His latest work for the county schools has been the publication of a neat diploma, to be given for regular attendance. He sends with this a circular of suggestions about keeping school records, making natural history collections, etc.

A letter from Cerro Gordo says: "Prof. Thorpe has given up his position as teacher here. A. R. Jolly takes his place during the unexpired term."

An item from Sheldon says: "Prof. M. L. Fries, principal of our school has been very ill for several weeks, and last Friday started for Valparaiso, Ind., to rest awhile. Do not know when he will return. Mrs. Baker has been engaged as assistant in the high school.

The trustees of the Soldiers' Orphans' Home, have appointed Miss Mollie Potter, of Eureka, as teacher, *vice* Miss Florence Ohr, resigned. Miss Potter was formerly an inmate of the Home. and has taught three or four years with success at Secor, Woodford county.

A sleigh load of little school children at Lockport was brought down to Joliet to see their old teacher, Prof. Darling. They were scholars of his school in Lockport, and remember him as their first teacher.

The Rock Island *Union* says: "The candidates to succeed Mr. Everett as Superintendent of our public schools as far as heard of are: Messrs. Wedgewood, of Atlantic, Iowa; Compton, of Keokuk, Iowa; Russell, of Kewanee, and Southwell, of Milan."

The winter term of the Rossville schools closed on Wednesday, 23d inst. The literary exercises in the different rooms were very interesting, and the scholars did credit to themselves and their teachers.

The schools at Lexington, McLean county, have resumed work, the smallpox scare having subsided.

We learn from a Damascus news item, that John Yoder intends soon to go seeking his fortune in the far West. Can it be that our fellow pedagogue, John P., thinks of taking his departure? Illinois cannot afford to lose him.

The Normal school bond case has been compromised, and there will be peace.

We have the circular for the Normal special term for teachers, and we make a few quotations.

It will begin Monday, Aug. 1, and continue four weeks.

It is intended that the work this year shall be of the same kind, in general, as that of last year; but it is hoped that our added experience may enable us to make it more efficient.

It is our purpose to give each member an opportunity to study anything embraced in our published curriculum, provided only, that his previous preparation has fitted him to study it with profit. Special attention will be given to both the philosophy and the methods of *teaching* each study, at the same time that the study is pursued in the class-room.

As far as possible, we shall give those who attended last year an opportunity to *advance* in the subjects pursued at that time.

Tuition will be *free* to all who are admitted to the session. Students who have work in the laboratories, however, will pay for chemicals and other materials actually consumed.

No persons who have taught less than *three terms* are wanted as students at this session. It is expected, also, that all who enter will remain during the whole term.

Persons attending the University for this special term should bring with them such text-books in the several branches, as they may have. Few or no new text-books will be required.

The names of all members for the special session will appear in the annual catalogue of the University.

Last year the railroads centering in Bloomington gave reduced rates to our students. It is expected that they will do the same this year; but all who wish to avail themselves of such reduction should write to E. C. Hewitt, as early as July 15th, telling him from what stations they wish the reduction to be made.

Rock Island high school closed the winter term, with literary exercises. The new Principal, Mr. S. S. Kembie, is very popular and successful.

Moline schools have had an exhibit of written work, to which the patrons and friends of the schools gave very encouraging attention.

The teachers of Gibson city recently made a visit of inspection to Bloomington schools.

We clip the following report of the prize declamation of Princeton high school class of '82: We shall not attempt to speak of individual merit on this occasion. The judges have decided that Miss Ida Carpenter was entitled to first and Miss Cora Stone to second premium; and the applause with which the announcement was received, suggested that the audience agreed with them. The speakers and their selections were as follows: Miss Minnie Colesbury, "A Court Lady;" Miss Mary Milligan, "Joan of Arc at Rouen;" Chas. Jehlinger, "The rising in 1776;" A. C. Bass, Malden, "The Sleeping Sentinel;" William Jordan, Limerick, "Union and Liberty;" Miss Minnie Holmstrom, "Herve Riel;" Miss Cora Stone, "The fight of Paso Del Mar;" Miss Jennie Eckels, "After the Battle;" John Young, Dover, "Every man the Architect of his own Fortune;" Miss Ida Carpenter, Sheffield, "The Peril of the Mine;" Miss Mollie Crossley, "Zenobia's Ambition." The first prize, $10 was offered by Hon. Chas. Baldwin; the second prize, $5 by Prof. McDougall. The judges were Rev. James Baume, S. G. Paddock and H. B. Hubbel.

The Knox and Monmouth students are arranging a joint excursion to the Inter-State Contest at Jacksonville, May 4th. Round trip tickets will cost about $2.00, not more than $2,50. The students of the Springfield high school are also arranging to attend.

At the annual prize oratorical contest between the seniors and juniors of Knox College, the first prize was awarded to Fred. A. Bancroft, the second to Nelse F. Anderson. The other speakers were Ed. S. Carr, Robt. Mather, G. F. Pierson, and Jno. S. Phillips. Their respective subjects were: "The Fanatic in History," "Henry Kirk White," "The Great Disunionist," "Centralization," "Nature the Prototype of Character," and "Robespierre."

Kansas, Edgar county, has closed its public schools for the year, and Principal Jacobs will begin a tuition normal or select school, April 11. The question of a township high school at Kansas, is becoming extensively agitated.

W. H. Chamberlin and R. L. Barton are announced to hold a summer institute at Rossville.

The editor of this column would be glad to have information of all summer institutes, to be held in the State. He desires to publish a table of the institutes of Illinois. He is able to suggest the names of some good insti-

tute instructors to any who wish to secure the services of such. Communications on this subject may be addressed EDUCATIONAL WEEKLY, Decatur, Illinois.

Sheridan schools had designed an entertainment at the close of the winter term, but deferred it to the spring on account of bad weather and the ill health of Principal Hamilton.

The teachers of the Woodstock public school have voted to purchase Johnson's Encyclopedia, Lippincott's Biographical Dictionary, Lippincott's Gazetteer of the World, Hayden's Dictionary of Dates, and Steiger's Encyclopedia of Education, with the proceeds of their entertainment. That will be an excellent start towards a useful working library.—*Sentinel.*

There are exciting times at Knox College, Galesburg, caused by the suspension of two students, who were reported as having been under the influence of liquor at a party given by a lady of their class. The faculty saw fit to suspend the boys without giving them what their class, the Sophomore, considered simple justice—an opportunity to defend themselves. The Sophomore class, accordingly, knowing the charge to be false, insisted that the demand of the two students for a trial, be granted; declaring that until this was done they would sever their connection with the institution. The faculty ordered the secessionists back to duty and threatened one of the suspended students with expulsion, unless he left town within twenty-four hours. The result is that the entire Sophomore class has sent in a request for honorable dismissal from college.—*Exchange.*

The pupils of Rock Falls schools were announced to give a public entertainment at the Congregational church, in Rock Falls, on Friday evening, April 1.

Miss Dowthett brought suit against the school directors of district seven, in Bloomington township, to recover wages according to the contract. Miss Dowthett was employed last fall to teach the winter term of school, and several weeks ago one of the directors becoming dissatisfied with Miss Dowthett, dismissed the school and locked up the house, and would not allow her admittance. A lawyer was consulted, who advised her to use diligence to obtain another school, and if she could not employ her time as advantageously, when the contract expired by limitation then to sue the directors on her contract, which she has done.—*Pantagraph.*

On the 17th of March the Morris Normal and Scientific School was incorporated under the general "Act concerning corporations" in force in this State. It now has all the rights and powers for granting diplomas and literary degrees possessed by any other educational institution in the State. Graduates of the Scientific Department will receive the degree B. S. Normal graduates, as heretofore, will receive the diploma of the school.

Prof. Swing closes the Normal Lecture Course for this year with his lecture on March 20th.—*Normal Worker.*

A Morrison youth who lately succeeded in making much ado about nothing by inducing his mamma to get his papa to cause the arrest of his teacher for assault and battery, served them both right by testifying, in substance, that he had been a very hard case and deserved a much more severe castigation than he received, and he didn't know it hurt anyway till his mother told him so. Mr. Kelly says "never before has it happened that any parent or guardian has deemed it necessary to resort to legal measures to adjust any difficulty that had occurred under my supervision."—*Gazette.*

We are indebted to C. P. Hall, a quondam Illinois schoolmaster, for a report of the township high school, at Hinsdale, N. H. Mr. Hall is principal.

Cairo public schools held public examinations, March 23-5.

Jerseyville high school expects to graduate six boys and three girls this year.

Plainfield is about to unite two districts, to form one high school.

Frank Aikins, lately of Mineral, Bureau county, has taken charge of the schools at Bradford, Stark county.

JoDaviess county will hold an institute at Warren, in August. The county board has given $140, to aid the enterprise.

J. L. Hartwell remains at Barry, next year. His salary has been advanced $200.

Mrs. West, mother of Mary Allen West, of Knox, died at the home of her daughter, March 31.

Prof. Gibson, of Iroquois schools, received a beautiful album from his pupils at the close of the winter term.

Normal.—Among the old students visiting here recently, were James Adams, James Harper, A. L. Anderson, Miss Lizzie Baumgardner and Miss Frankie Ohr, all of last year's class.

Miss Belle Overman has resigned her position at Gardner, on account of ill health. Miss Flora Lewis takes her place.

The last great storm resulted in a society squabble, which proved a worthy successor to the war of the elements.

The regular union sociable held the second Saturday night of the term, was nearly a failure, because of the snow. It was proposed to hold another, and then the trouble began. After three days of hard fighting, it has been decided that the Wrightonians have a short society meeting at the usual time. The Philadelphians will have a "union" sociable. The fight has created considerable excitement in school. It has not been a matter between the two societies, and the best of feeling has prevailed. Thursday night a meeting was held in the large hall, lasting from the close of school till 8½ o'clock.

The now joint rules have endured a severe strain, but each society has taken in about ten dollars in dues, and every one is happy.

The Blackstone school at Mendota, took its spring vacation the last week in March.

Misses Scott, Baird, and Brown spent the time in Normal.

Misses Daisy and Mary Hubbard passed part of their vacation in Normal.

Professor James has been out of school part of a week, suffering from neuralgia.

All the pupils in the Normal Public School, are to be vaccinated.

President Brown, of the Indiana State Normal School, visited us a few days ago.

A. W. Miller, Principal of the Chenoa schools, visited here this week.

John Ketterman spent a day or two here at the end of his winter term. He will work at his trade this summer, and expects to come back and graduate next year.

MINNESOTA.

The State Normal to be held at Winona State Normal School this Spring commences on Monday, the 25th inst., and will continue four weeks. The indications are favorable for a very large attendance.

The public interest in the approaching election, which is to determine, among other things, whether St. Paul is to have a high school that will be an honor to the city, grows more widespread and intense every day. It is observable that the men who will have to pay the high school taxes in case it is sustained, are the very ones who are most intent upon maintaining the school and giving it suitable buildings.

WISCONSIN.

The annual examinations of applicants for Teachers' State Certificates will be held this year at Madison, Eau Claire, and Oshkosh, beginning at each place at 9 a. m. and continuing four days. The Hon. W. C. Whitford, State Superintendent, has sent out the following circular of information to instruct persons wishing to present themselves for State certificates.

"The examination at Madison will be conducted by Supt. James T. Lunn, in the Senate Chamber of the State Capitol; that at Eau Claire, by Prof. Jesse B. Thayer, in the East Side school house; and that at Oshkosh, by Prof. E. Barton Wood, in the high school building. The same set of printed questions will be used at all the examinations. On Tuesday, August 23, 1881, the Board of Examiners will meet at Madison, to decide upon the applications for certificates and to complete their Report to the State Superintendent.

The applicants for the certificates will be examined as follows:

(1) For the *limited* (five years') State certificate, in the branches now required for a first grade county certificate, with the addition of English Literature and the rudiments of Mental Philosophy.

(2) For the *unlimited* (life) State certificate, in the branches now required for a first grade county certificate, with the addition of English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The Board of Examiners recommend that the applicants prepare for the examinations in the studies above those for a first grade county certificate, in the following text-books: Backus' Shaw's English Literature, Alden's Intellectual Philosophy, Gray's Botany, Orton's Comparative Zoology, Dana's Text-Book of Geology, Chapin's First Principles of Political Economy, and Swinton's Outlines or Thalheimer's General History.

The *limited* certificate will be issued only to those who furnish satisfactory evidence of successful teaching for at least *three* terms; and the *unlimited* certificate, to those who have taught successfully for at least *nine* terms. Satisfactory testimonial of good moral character will also be required.

Seventy per cent. is fixed as the *lowest average* standing in all the branches, for the limited certificate; and seventy-five per cent. for the *unlimited* certificate. Seventy per cent is fixed as the *minimum* standing in any of the following branches: Reading, Orthoepy, Orthography, Writing, Grammar, Arithmetic, Geography, United States History, Civil Government, Theory of Teaching, and Physiology; and fifty per cent. as the *minimum* standing in any of the following branches! Algebra, Geometry, Natural Philosophy, English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The applicants who fail in any of the branches required, may present themselves for re-examination in the branches for the limited certificate, within one year; and for the unlimited certificate, once within two years. A re-examination in those branches in which they passed will not be required. The candidates who failed last year in any of the branches for the limited certificate, or did not complete their examination therein, and those who failed the previous year in any of the branches for the unlimited certificate, or did not complete their examination therein, are solicited to be present with the new applicants this year.

All stationery needed will be furnished by the Examiners.

W. C. WHITFORD,
State Superintendent."

IOWA.

The Jasper County Agricultural Society offers premiums for the best and second best school exhibits at the next county fair, amounting in all to $100. The prizes cover a large number of particulars and range from fifty cents to several dollars in amount.

County Superintendent J. A. McLean, of Montgomery County, has proved himself a most effective organizer and administrator of the business of that office. He seems to see where he can put in his oar so as to promote the progress of the public school interests, and invariably he puts it in. The finances are looked after, the institute sentiment is cultivated, shiftlessness in school management is rebuked, and teachers and people are appealed to to do their parts to improve the means and methods of public instruction. And it all begins to tell.

The improvement of the country, or ungraded schools, seems to have been the chief concern of county Superintendent Boyes, and it must be admitted he has been instrumental in stirring up the teachers and people chiefly concerned in the management of these schools to a very laudable degree. One familiar with the work writes us declaring that there are at least a score of schools he could name in the smaller villages and country districts of Du-

buque County that are a hundred per cent. better than they were when Mr. Boyes went into office,

Jasper county expended a good deal more than any other county of the State last year for institutes, even not less than $1,177.35, or nearly five hundred dollars more than Mahasha, which stood second in its outlay for this purpose. It received $749 of this amount for examination fees and registration fees. $969.50 of the expenditures was for "instruction."

Pottawattamie county had the largest amount on hand to the credit of its school house fund, last fall, of any county in the State, $25,575.25.

MICHIGAN.

It looks as if senate bill No. 131, reported by the committee on education, Mar. 24, as a substitute for the bill introduced by senator McGurk, Feb. 18, to provide for uniform and cheaper school text-books, may become a law. It provides that a commission to be composed of the Superintendent of Public Instruction, and four other persons, to be appointed by the Governor, "select, on or before the first day of January, 1882, a list of text-books, non-sectarian in character, to be used in the grammar and primary departments of the union and graded schools of the State, and to contract, with good and sufficient bond, with one or more parties to furnish such books at the lowest price obtainable."

The Adrian schools have made an excellent reputation throughout the State, and attracted attention from beyond the Michigan borders. One cannot fail to discover some of the reasons for this in looking through the Annual Report of the Board of Education of Adrian, for 1880. This pamphlet contains, besides the reports of the president and secretary of the board, and of the city superintendent, a school manual. Here are lists of all the officers and teachers; the revised courses of study; rules and regulations; a description of the various school buildings, five in number, including diagrams of internal arrangement; and sundry other matters; all indicating a lively, intelligent school organization, moving in the direction of genuine school progress. From the diagram of the interior of the Central School it appears that there are at least three middle rooms on the first floor and two on the second which are poorly lighted. Otherwise the school buildings of Adrian please us. It is a sign of good judgment that none of the school buildings besides the central have more than two stories. Two of them have but one. Except in the largest cities there is plenty of ground in this country at cheap rates, for school sites of generous dimensions, and there is no sense in compelling our children to climb into the clouds three or four times every day to recite their lessons.

President Weaver, of the Adrian schools, says:

"But while I am gratified that the schools have maintained their old time prestige, and in some respects improved upon it, yet I am not entirely satisfied with the work they are doing, neither ought any of us to be. And I desire to call attention to a few things that are plain to us all:—

"First. Not all the school children of the city attend school. This is a fault, not of the teacher or officers, but of the parents themselves. Under our system of free schools, every child should be in school. Many boys and girls that are now upon the street can be saved to society by our public schools, if we can only get them there.

"Second. Parents are remiss in looking after the regular attendance of their children.

"Third. Our boys drop out of our schools before our girls. Consult the Report and you will observe that in the Primary Department the boys outnumber the girls some fourteen or fifteen, throughout the year. Turn to the Grammar Grade and you find the girls exceeding the boys by that number. Coming now to the High School we find fifty-six boys beginning the year with ninety-five girls, and the year closes with sixty-one boys to one hundred and eleven girls, while the graduating class had *seventeen girls* to *four boys*." He says these matters are all wrong, and urges parents to right them as fast as possible; for he believes the faults lie at the parents doors.

Superintendent W. J. Cocker's report shows that the total cost of superintendence and instruction last year amounted to $12,198.20, and the cost of incidentals, $2,935.03; or $11.42 per annum per capita for instruction, $1.25 for superintendence and $2.75 for incidentals. The salaries range from $1,600 per annum for superintendent, and $1,000 for principal down to $340 for primary teachers.

The number of pupils enrolled was 1,393, or 98 less than last year, which is attributed to the prevalence of contagious diseases.

The average cost of education in the primary schools was $9.17 per annum, as against 11.10 in the grammar department, and $21.32 in the high school. The average number of pupils to each teacher, based on the average number belonging, was 41 in the primary department, 40 in the grammar and 36 in the high school.

OHIO.

The growing mining interests of this country have developed a great demand for mining chemists and engineers. The Columbia College school of mines, New York city, Stevens' Institute, Hoboken, N. J., and other Eastern institutions have sent out a large number of young men trained for this work. Western colleges are waking to the importance of schools of this kind, and several of them have such departments well organized and equipped. Illinois State University is one of these, Michigan and Indiana State Universities, also, are others. Cincinnati University has just opened an assay department with five furnaces, and will give prominence to this subject hereafter.

SOUTHERN STATES.

The *North Carolina Educational Journal* says:

"We think the educational outlook for our State is decidedly encouraging. From colleges and high schools everywhere we hear of increased or gratifying patronage and interest, and private primary schools are growing better and more numerous. The report of the Superintendent of Public Instruction indicates an increase in the number and attendance of public schools, and also an enlargement of the school funds. The legislature has passed a school law, which is, without doubt, a great improvement on the old one, for by it a more efficient county supervision will be secured, greater care will be taken in the selection of teachers, and the school funds will be considerably augmented. It also passed a bill for a change of the constitution, to be submitted to the people at the next general election, which if ratified will still further swell the school fund so that the public school term in each district will be long enough to be of practical value. An additional appropriation of $5,000 was made to the University of the State. The $2,000 appropriation to the State Normal School held at the University was continued as was the $2,000 appropriation to the colored Normal School at Fayetteville, and the sum of $4,000 more was set apart for the establishment of additional Normal schools in the more remote sections, east and west, of the State; thus providing a supply of more competent teachers for all our schools. Most and last of all there is a swelling tide of public opinion in favor of higher and more universal education, which will bear all these measures on to a state of efficiency and completion that will eventually place the "Old North State" in the front rank of intelligence and social and material prosperity.

EDUCATION ABROAD.

In his speech on the Burnside bill, Senator Morrill said: "A striking contrast to Prussia is presented by Spain. Holding the position of a first-class power two centuries ago, fruitful in heroes and poets, and now of even less importance and less distinction than some of her former colonies. The prestige of her wealth in the precious metals, and of her galleons and armadas on the sea, has departed; the daring spirit of Columbus and Cortez is dead; no new Cervantes appears; but her illiteracy is rank and robust, and the glory of her bull-fights is perennial and unapproachable. At the last general census, in a population of 16,301,851, only 715,916 women and 2,414,015 men were able to read and write. Is it wonderful that they have a small share in modern literature and science, little trade or commerce, few railroads, meager industrial pursuits, and abundant debts, wars and revolutions? The proud people of beautiful Spain will some day do much better, and then the harsh critic will not say: 'Europe ends at the Pyrenees, and then Africa begins.'"

Seeing that it was rare, "in the latter part of the last century and at the beginning of this, to find a peasant, or ordinary workman, who was able to read or write," and that "this accomplishment in women was even deemed immoral," the above figures denote a gradual improvement. In 1797 there were only 393,126 children in the primary schools, which were very inperfect. Under the amendments of the school laws in 1847 and 1857, requiring teachers to be examined, and providing for building school-houses and founding certain scholastic institutions, the schools improved, so that, whereas in 1848 there were only 663,711 pupils enrolled, in the year 1871 there were 1,046,558 in public and private schools. Below I give still later statistics, obtained at the Bureau of Education, showing that in 1878 the pupils of both sexes enrolled numbered 1,633,288, a gain of more than 50 per cent. in seven years; affording some hope that Senator Morrill's prediction may in time reach fulfillment.

A Russian traveler, M. Gregorieff, states that every day is a day of delight to Japanese children, whether at school or at home. All are taught the arts of gardening in the schools, and they take immense pride in their productions. No severity or force is used towards children, and there seems to be no occasion for it; there is no provocation. Miss Bird gives a similar account in her very interesting book "Unbeaten Tracks in Japan." She says the intercourse between parents and children is the most genial that can be conceived. A father seems like a kind child himself among younger ones. She never saw a perverse or quarrelsome child in Japan, nor any case of what we call correction. They show no pouting or petulance among themselves. The younger submit at once to the older, and the older show gentleness and forbearance. This is very admirable and seems well substantiated. We cannot suppose it to be a race distinction. Is it a result of education, which begins there with such happy kindergarten care as is described on page 161 of the WEEKLY, and learn of Nature rather than of books at school, or is it inherited habit, fixed by the constant practice of generations? It is so greatly in contrast with the tears, spites, angers, fisticuffs, and general contrariness sadly prevalent among our little ones, as to deserve the serious consideration of all educators.

THE NEW WEST EDUCATION COMMISSION.

We are glad and grateful to announce that the Commission has driven one stake that is likely to remain, or rather planted a tree whose leaves will be for the healing of Utah, we trust. By the aid of Mrs. Stone's generous gift and of friends in Chicago and Connecticut, responding to the liberality and enterprise of citizens of Salt Lake City, $20,000 have been secured for the erection of a suitable building for the Academy at the Capital of Mormondom. "Aye be putting in a tree, Jamie," says a Highlander in the "Heart of Mid Lothian." "It'll be growin' while ye're sleepin'," And the glory of a Christian institution well founded and equipped, is that it lives on with radiating power when the founders have passed from earth. Salt Lake City is to Utah what Paris is to France, and the importance of planting a first class academy there is immeasurable. The New West Commission will proceed as rapidly as its means shall allow to found academies and schools at Las Vegas, Santa Fe, Albuquerque and other points. These, by the blessing of God, it is hoped, will prove deposits of salt to stay the growing corruption of the whole Territory.—*Advance.*

SCHOOL LAW.

SCHOOL LEGISLATION IN ILLINOIS.

The following is the text of a bill to create an institute fund in this State, which was introduced by Mr. Wright, of Du Page County, Feb. 14, and referred to the Committee on Education. It was reported back, passage recommended, report concurred in, and ordered to first reading, March 1. First reading was had March 7, and second reading ordered. An impression got abroad last week that this bill had been put upon its passage in the House and failed. This, we are glad to learn, was not the case. The enacting clause was struck out at one time, but this vote was reconsidered, and it is gratifying to hear that there is now a strong probability that this bill will become a law.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the General Assembly*, That section fifty-one (51) as amended, of the aforesaid act, be amended to read as follows:

SEC. 51. It shall be the duty of the County Superintendents to hold meeting at least quarterly, and oftener if necessary, for the examination of teachers, on such days and at such places in the respective counties as will, in their opinion, accommodate the greatest number of persons desiring such examination. Notice of such meetings shall be published a sufficient length of time, in at least one newspaper of general circulation, the expense of such publication to be paid out of the school fund. The County Superintendent shall, in all cases, require the payment of a fee of one dollar from every applicant for examination for a teacher's certificate; and for each renewal of such a certificate he shall require the payment of a fee of one dollar. All moneys so received and the registration fees hereinafter provided for, he shall transmit monthly to the County Treasurer, to be by him held and designated as the institute fund, and with the same the County Superintendent shall give the Treasurer a list of the names of the persons paying such fees. Said fund shall be paid out by the County Treasurer only upon the order of the County Superintendent and only to defray the expenses of the Teachers' institutes which the County Superintendent is by this section authorized to hold. The County Board of any county may appropriate such additional sum as may by them be deemed necessary for the support of such institutes. The County Superintendent shall take vouchers for all payments made out of the institute fund, and he shall render an account of such disbursements with vouchers for the same to the County Board at their regular meeting in September, annually.

The County Superintendent shall hold annually a teachers' institute, continuing in session not less than five days, for the instruction of teachers and those who may desire to teach, and with the concurrence of the State Superintendent of Public Instruction procure such assistance as may be necessary to conduct the same at such time as the schools in the county are generally closed: *Provided*, that two or more adjoining counties may hold an institute together. At every such institute instruction shall be free to such as hold certificates good in the county (or counties, when two or more join to hold an institute) in which the institute is held; but the County Superintendent shall require all others attending to pay to him a registration fee of one dollar.

We are able, also, to give the text of the bill for the improvement of the County Superintendency. It will be observed that it aims first of all to elevate the personnel of this arm of the public service by requiring certain qualifications; second, to exact a more careful inspection of the accounts of township treasurers; and, third, to enjoin upon the Superintendent the visiting of every school in the county at least once, and provide suitable compensation for his services.

At present there are no qualifications demanded for a County Superintendent. The law requires all persons, except such as hold State certificates, to go before the County Superintendent and undergo an examination in certain branches; but, absurdly enough, it treats the qualifications of the Superintendent to examine teachers in these branches with utter indifference. It provides for the inspection of schools by the County Superintendent, but it does not demand that the Superintendent shall be competent to inspect a school. It does not even require that he shall know how to read, spell or write; and as a matter of fact there are county superintendents in Illinois who can do neither of these things in conformity with any laws of the English language, known or unknown.

As regards the visiting of schools, this is left by the existing law to the option of the Superintendent, just as his compensation is left to the pleasure of the County Board. The new law would make it his duty to visit schools and require the County Treasurer to pay him for it.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the General Assembly*, That sections eleven (11), twenty (20) as amended, and seventy-one (71), of the aforesaid act, be amended to read as follows:

SEC. 11. On the Tuesday next after the first Monday in November, one thousand eight hundred and eighty-one, and on Tuesday next after the first Monday in November, one thousand eight hundred and eighty-six, and every four years thereafter, there shall be elected by the qualified voters of each county in this State, a County Superintendent of Schools, who shall perform the duties required by law. No person shall be eligible to the said office of County Superintendent of Schools who is not twenty-five years of age, and who has not had three years' experience in actual school work, either as a teacher or a Superintendent of Schools, nor unless he shall be the holder of (1) a State certificate of qualifications granted in accordance with the provisions of section fifty of the school law; or (2) the diploma of a chartered college granted to such as have completed the regular course of academic or scientific study; or (3) the diploma of some State normal school granted to such as have completed the regular course of academic and professional study; or (4) of a certificate to be obtained as follows: The State Superintendent of Public Instruction shall, during the month of July, in the year 1881, and thereafter during the month of May in the year of the election of County Superintendents of Schools, hold examinations, of which thirty days' notice shall be given, at not less than six places in the State, so chosen as to accommodate those who wish to attend. And the State Superintendent shall hold a similar examination at his office in Springfield, during the first week in October of the same year. At said examination the State Superintendent shall examine all applicants according to a uniform plan in those branches in which applicants before a County Superintendent for a first grade teacher's certificate are now, or may hereafter be, required by law to be examined; and, in addition thereto, in physical geography, elementary algebra, the school law of Illinois, the theory and practice of teaching, and the principles of civil government; and to those who pass the examination satisfactorily, the State Superintendent shall grant a certificate stating the fact.

SEC. 20. It shall be the duty of the County Superintendent to visit, at least once in the year, in person or by deputy, giving special attention to the schools whose supervision is not otherwise provided for, every school in his county, and to note the methods of instruction, the branches taught, the text books used, and the discipline, government and general condition of the schools. And the time spent each year by the County Superintendent and his deputy in visiting schools, in counties of the first and second classes, shall be not less than one day for each school in the county, and may be more, if so ordered by the County Board. He shall give such directions in the science, arts and methods of teaching as he may deem expedient and necessary, and shall be the official adviser and constant assistant of the school officers and teachers of his county, and shall faithfully carry out the advice and instruction of the State Superintendent. He shall encourage the formation and assist in the management of county teachers' institutes, and labor in every practicable way to elevate the standard of teaching and improve the condition of the common schools of his county. In all controversies arising under the school law, the opinion and advice of the County Superintendent shall first be sought, whence appeal may be taken to the State Superintendent, upon a written statement of facts, certified by the County Superintendent. He shall, at least once in each year, examine all books, accounts and vouchers of each Township Treasurer in his county; and if he find any irregularities in them, he shall at once report the same in writing to the Board of Trustees, whose duty it shall be to take immediately such action as the case demands. He shall also examine all notes, bonds and mortgages, and other evidences of indebtedness which the Township Treasurer holds officially; and if he find that the papers are not in proper form, or that the securities are insufficient, he shall so state in writing to the Board of Trustees, whose duty it shall be to take at once such action as is necessary to save and protect the property of the districts and the townships; and for a failure or refusal to take such action within twenty days after such notice, the members of the board, each in his individual capacity, shall be liable to a fine of not less than twenty-five dollars nor more than one hundred dollars, to be recovered before any Justice of the Peace, on information, in the name of the people of the State of Illinois: *Provided*, such insufficiency is proven; and when collected, to be paid to the County Superintendent of the proper county, for the use of schools; and the payment of this fine shall not relieve the Board of Trustees from their liability under the seventy-third section of this act. In each county that has less than one hundred and fifty public schools (and for the purposes of this section the pupils of a single room in charge of a public school teacher shall be counted a school) the County Superintendent may, with the consent of the County Board, previously obtained, employ a deputy for such time as the Board may allow. In each county with more than one hundred and fifty schools the County Superintendent shall employ a deputy or deputies for a number of days equal to the number of schools in the county in excess of one hundred and fifty; and he may, with the consent of the County Board, previously obtained, employ a deputy or deputies for a greater length of time.

SEC. 71. Collectors of the two-mill tax, authorized under section sixty-eight of this act, shall be entitled to such compensation as is or may be provided by law for the collection of taxes. County Superintendents of Schools shall hereafter receive, in full for such services performed by them, compensation as follows: Three per cent. commission upon the amount of sales of school lands, or sales of lands upon mortgages, or sales of real estate taken for debt, including all services therewith. Two per cent. commission upon all sums distributed, paid, or loaned out by them for the support of schools. In addition thereto, they shall be paid in counties of the first and the second class five dollars per day for the days spent in visiting schools, which shall include pay for traveling expenses, and four dollars per day for time spent in the performance of the other duties imposed upon them by law, and in counties of the third class the County Superintendent of Schools shall be paid eight dollars per day. *Provided*, that the entire compensation received by him shall not exceed the sum of three thousand dollars per annum. The Deputy County Superintendents, in counties wherever one or more are employed in accordance with the provisions of section twenty of the school law, as amended by this act, shall receive four dollars per day for their services for the time employed. Said per diem compensation shall be payable quarterly, out of the county treasury, upon the order of the County

Clerk; but before the County Board shall allow the per diem of the County Superintendent or of his deputy, the same shall be presented in a bill of account, stating in separate items the nature and the amount of service rendered on each day for which he claims compensation, which bill of account shall be verified by affidavit, to the effect that the same and each item thereof is just and true. The County Board shall provide for the County Superintendent of Schools a suitable office and office furniture, and necessary office supplies, in the same manner as it is or may be required by law to provide for other county officers.

IN MICHIGAN.

A Michigan correspondent, noting the exception taken by THE EDUCATIONAL WEEKLY of the 31st ult., to the ruling of the State Superintendent of Wisconsin, to the effect that when a school is closed, as a prudential measure to prevent the spread of a contagious disease, the teacher's salary stops during the time so lost, sends us the decision of the Supreme Court of Michigan in a case of this kind, sustaining the position we took. He says:

"I notice in your last issue of EDUCATIONAL WEEKLY a reference to the decision of our Supreme Court, in reference to the liability of school districts for teachers' wages during periods when schools are closed on account of the prevalence of contagious diseases. Inclosed, I send you a copy of that decision, as it may prove of interest to many of your readers."

The plaintiff was regularly hired by the district to serve as teacher in the public schools for ten months for $130 per month. He entered on his duties Sept. 2, and continued up to Dec. 10, at which time the district officers closed the schools on account of the prevalence of small-pox in the city, and kept them closed thereafter for the same reason until March 17. They were then reopened, and the plaintiff renewed his duties. He was subsequently hired for the next school year and his compensation was increased $100. The district refused to pay him for the period of suspension, and he brought this action to recover it.

The claim was resisted on two grounds: 1. That in the second hiring it was mutually agreed that the addition of $100 to his compensation for incoming service should stand and be allowed and accepted in full satisfaction of all claims for pay during the time in question. 2. That the suspension was the effect of an overruling necessity, or in other words the act of God, and that all parts of the contract were suspended for the time being.

The circuit judge submitted to the jury both questions in a very clear manner and instructed them to find against the plaintiff, in case they were satisfied the alleged contract was in fact entered into; or, in case they should find that the small-pox was so prevalent that it became obligatory on the board to close the schools as a necessary step to prevent the spread of the disease and save human life.

The jury returned a verdict in favor of the district. But we cannot know with legal certainty whether they determined only one of these questions in favor of the district, or whether they so determined both; and of course if one only was so decided, it is impossible to say which one. The evidence on the compromise was conflicting, and, as it appears on the record, the advantage was with the plaintiff. Still, if no other ground of defense had been laid, the verdict must have been conclusive. As just explained, it is not so now.

The second objection must be briefly considered. Beyond controversy, the closing of the schools was a wise and timely expedient. But the defense interposed could not rest on that. It must appear that observance of the contract by the district was caused to be impossible by act of God. It is not enough that great difficulties were encountered, or that there existed urgent and satisfactory reasons for stopping the schools. This is all the evidence tended to show. The contract between the parties was positive and for lawful objects. On one side school buildings and pupils were to be provided, and on the other, personal service as teacher. The plaintiff continued ready to perform, but the district refused to open its school houses and allow the attendance of pupils, and it thereby prevented performance by the plaintiff.

Admitting that the circumstances justified the officers, there is yet no rule of justice which will entitle the district to visit its own misfortunes upon the plaintiff. He was not at fault. He had no agency in bringing about the state of things which rendered it eminently prudent to dismiss the schools. It was the misfortune of the district, and the district and not the plaintiff ought to bear it. The occasion which was presented to the district was not within the principle contended for. It was not one of absolute necessity, but of strong expediency.

To let in the defense that the suspension precluded recovery, the agreement must have provided for it. But the district did not stipulate for the right to discontinue the plaintiff's pay upon the judgment of the officers, however discreet and fair, that a stoppage of the schools is found a needful measure to prevent their invasion by disease, or to stay or oppose its spread or progress in the community; and the contract cannot be regarded as tacitly subject to such a condition.

The judgment must be reversed with costs and a new trial granted.

THE SCHOOL ROOM.

BE PATIENT WITH YOURSELF.

Many teachers impair their usefulness by a lack of patience with themselves. This may not at first seem to render them irritable and impatient toward others, but it will result in this, for its inevitable consequence is a tendency to irascibility, which will certainly become chronic in time.

Note how it works. The persons most given to want of patience with themselves are the younger teachers, especially those who have a burning desire to excel. They begin by laying down for themselves impossible tasks, by setting up for themselves impracticable standards. If the tasks are not done, or the standards are not reached, they are not content to take their own case calmly and patiently. No, they goad themselves on to still greater effort. They wear out the flesh in attempting to do and endure what they really have not strength for, and are querulous and disappointed, because they cannot achieve the impossible. Consequently, they really accomplish less than they might have done had they attempted less, and forfeit one of the best rewards of work, the pleasure in doing it well.

Could we reach every young teacher about to enter upon the arduous duties of his profession with a word of advice, that word would be, be patient, not only with the faults and weaknesses of others, but also with your own limitations and imperfections. Don't attempt too much, and don't expect too much of yourself. Be good to yourself—a piece of advice often given, but by no means always wisely followed.

CALISTHENICS IN SCHOOLS.

Some years ago the advisability of teaching calisthenics to a certain extent in all schools, was extensively agitated, and the plan very generally adopted by professional teachers. We are led to believe that these exercises have now fallen largely into disuse from the fact that few teachers have learned the art of teaching them, and institutes have quite dropped the idea of remedying the lack of training in schools by some comprehensive plan of instruction. We think that some training in calisthenics should form a part of the work in every school-room, in the primary and secondary grades, at least. It is so conducive to the physical well-being of the children, and adds so much to their happiness, that it ought to be encouraged, advised, nay, insisted upon. It is as natural for children to exercise their limbs freely as it is to breathe, and the use of physical exercises would somewhat counteract the ill effects of the confinement of the school-room. Many teachers regard training of this kind as useless, more parents, we are sorry to say, who ought to be especially interested in the well-being of their little ones, scoff at physical training in the school-room, and regard time spent in it as so much thrown away when it should be spent in pouring knowledge into the already surfeited minds of the little ones; but we are convinced, from actual trial, that a half hour or so per diem spent in physical exercise is a great help to the teacher and a great advantage to the school, both individually and collectively.

ORAL INSTRUCTION.

What is its place in the common school? and to what extent shall we require it of our teachers? Shall the text-book be used? and how far? It may be said that a question of this character should be left to the decision of experts. But unfortunately the testimony of educators is divided on the question, and, where the testimony is discordant, it is at least safe to conclude that the extreme of *no* books is as bad as that of books only. All concede that the living voice is a most effective way of imparting instruction. But the child is to be *educated* as well as instructed, and the first is not less important than the last. One attainment that every pupil should make is to read understandingly,—so to read as to grasp and retain the thought of the sentences before him. Clearly the text-book is an important agent in this work. The problem in arithmetic, the paragraph or definition in geography, must be so read by the child that he can state their meaning clearly in his own language. He is to be taught to *study* as well as hear, to begin, in a small way, to use reason and analysis in *self*-culture, and must not be allowed to sit before his teacher as a mere absorbent. In the model system of Germany the lecture comes in the *university*, not in the primary school, nor yet in the gymnasium—comes after the powers have been disciplined by study, and the pupil has been trained to appropriate what he hears.

"And in another direction: while we know that the text-book may be abused, to bring a school into ruts—to foster a mere parrot-like repetition of words and phrases—it is yet undeniable that it has its uses in cultivating the memory, and fixing in the mind such carefully-worded definitions and formulas as all find to be of the greatest use in practical life.

"These considerations are not intended to underrate oral instruction in our schools: they are designed only as a check to what seems to be the tendency

of the times to a questionable extreme. In deprecating the old abuse of the text-book we are in some danger of swinging to the opposite pole, and of making our teachers mere talking-machines, and our pupils empty buckets to be filled. Shall we not be safest midway between the two?—*Rev. A. E. Lawrence.*

PRIMARY DEPARTMENT.

EDUCATE THE FEELINGS.

I think that the principal mistake of our present civilization is the dwarfing of the sensibilities. After early childhood the cultivation of the sensibilities begins to give place to intellectual training, and soon ceases entirely, and the young mind is left to train its own sensibilities. It is also taught to smother and conceal the impressions and sensibilities, and eventually hardens into a spirit of indifference. Mental acuteness is the great good; insensibility to feeling the proper condition. But it is necessary to any high spiritual attainment that the sensibilities be pure and delicate. Women are more finely adapted to the development of such influences than men, because, for one thing, they are less exposed to hardening from without. So the society of the future must be acted on more directly by women than that of the past. In the bringing out of the sensibilities they must take a leading part. Woman suffrage I regard as an inevitable thing and a good thing. Women in public life will bring it up more than it will bring them down. There will be considerable floundering before society will become completely adapted to the change, but after it shall be fairly accomplished and in working order, the work of society will go on without any deterioration, and with a gain in purity of motives and unselfishness of law-makers and administrators.—*Whittier.*

LOVE YOUR PUPILS.

Perhaps you may plead that love is something which can not be furnished to order, and that you cannot love your pupils if they are not lovable. But this is quite a mistaken view of the matter. The beginnings of love, a kindly feeling toward your pupil, is something which is entirely under the control of your will, and besides, it is imperatively due from you to these young spirits, that your influence is, it may be, destined to greatly modify.

Begin with a kind and friendly feeling toward the little ones placed in your care, a sincere desire to benefit them, to bring out the good of their natures, and to help them to overcome the evil, and you will be amazed at the number of good qualities that they will develop. Look for the good and you will find it. Try to love the children, and they will grow lovable. For love is a wonderful civilizing influence, and in a schoolroom is the most beautiful and efficient aid to discipline known. Love your pupils and they will love you. Loving you, they will strive to please you; and your rules, which would seem to them intolerably irksome did they dislike you, will become to them a source of pleasure in the fullfillment. If you want to have an orderly school, if you want to be happy in your work, if you want your children to obey and love you, love them. These three words, rightly used, would have prevented many a failure—love your pupils!

PUBLISHER'S NOTES.

GOOD READING.

AFTER LONG YEARS.

FROM THE GERMAN OF EM. GEIBEL DROWN, BY MRS. N. T. GASSETTE.

Ah! once again I hear those notes
Which are the wings on which thought floats
Back to youth's enchantments wild;
Let them swell full—sweet psalmody!
This melody
Your mother sang me once, my child!

In the niche, at the piano there,
She sat; just where the evening air
Could come in through that window long;
Her locks like golden halo shone;
Like bells in tone,
Her voice swelled forth in song!

Ah! that was years ago, and long
Before I joined Life's struggling throng.
My heart beat high and stormy!
But with her song would come surcease
Profound of peace,
To woes of youth that bound me!

Now, gray, back home once more I flee;
My ardor gone! Those dear to me
Are nearly every one at rest!
She, too, now sleeps, the lovely rose,
Beneath the moss.
Of her thou art the image blest!

Sing child! and in those eyes of blue
I'll deeply gaze; see her anew!
My mind to youthful dreams returns;
And from long vanished springs to-day,
Come brightest ray
That through my tired breast now burns.

—*Inter Ocean.*

THE LATE EMPEROR OF RUSSIA.

Alexander II., Czar of Russia, was born April 19, 1818. His father was Nicholas, who became Czar by the death of Alexander I., and the refusal of his older brother Constantine to accept the crown. His mother was a sister of the present Emperor William of Germany. Alexander's education was very carefully attended to by his father. His immediate tutors were Generals Frederics and Kavelin. Nicholas was a man of stern and warlike nature. His accession to the throne was resisted by a part of the army, and the revolt was extinguished in a sea of blood. This event intensified the stern and merciless character of Nicholas, who ruled Russia with a rod of iron. Practically he kept the empire throughout his reign under martial law. He made everything second to the army, filled all offices with military men, and sought only to make the nation one vast army. But from his mother Alexander II. inherited a very different disposition. In childhood he was conspicuous for his gentleness, his good temper, and for his freedom from the outbursts of violent passion that were characteristic of the Romanoff family.

In early manhood Alexander traveled through Germany, Italy and England, but his father's dislike for Louis Philippe prevented his visiting France. His majority was declared May 8, 1834, and from the age of eighteen he participated in the state councils and assisted his father in the management of the empire. He married Maria Alexandrovina, daughter of the duke of Hesse-Darmstadt, April 28, 1841. This was reputed to be not a state alliance, but a genuine love-match.

Nicholas died early in 1855, after having formally made over his empire to Alexander and exacted from him and Constantine a promise of friendship and harmony toward each other. Alexander became Czar March 2, 1855, in the midst of the Crimean war, when Russia was engaged in hostilities with England, France, Sardinia and Turkey. Immediately on ascending the throne he announced that no change would be made in the conduct of the war. Sebastopol was taken by the allies in September, 1855. Negotiations for peace were begun early in 1856, through the mediation of Prussia and Saxony, and a treaty of peace was concluded on March 30, 1856. The ceremony of Alexander's coronation, which had been postponed on account of the war, was performed at Moscow September 7, 1856.

Peace and sovereignty afforded Alexander the opportunity he had desired to relax the military despotism of hie father. He materially reduced the army, and took steps to place the national finances on a sound basis. He emancipated the nation from the military routine which had for twenty years permeated every department of administration. He dissolved the greater part of the military colonies, relieved the schools of military discipline, and substituted civilians of learning for army officers in the professorships. He relaxed and limited the censorship, abolished espionage, and endeavored to correct the too prevalent official corruption. He retired officials whose only merit was long service and fidelity to the established routine, and advanced to important places young men of capacity and intelligence. He encouraged industry, and promoted the commercial interests of the empire, removed the obstacles in the way of Russians visiting foreign lands, granted a gen-

eral amnesty to political offenders, both Poles and Russians, recalling the exiles from Siberia and allowing fugitives to return to their homes, and began a grand scheme of internal improvements; chiefly in the way of promoting the building of railroads, for which several wealthy Americans have abundant reason to remember him with gratitude.

The greatest event of Alexander's reign was the emancipation of 23,000,000 serfs. He conceived of the idea of doing this before his father's death, and he was assisted in the arrangement of the preliminaries by Nicholas Milutin and General Bostoffzoff. The ukase of emancipation was promulgated March 3, 1861, and the programme of emancipation was mainly carried out during the next two years, though on account of the unwillingness or inability of some of the serfs to perform their part of the compromise with the landholders the condition of many of the serfs is yet practically unchanged. When the landholders protested against emancipation the Czar reminded them that if revolution was to occur it had better be from above than from below. Whether the emancipation be regarded as an act of humanity or as an act of far-seeing statesmanship, it does infinite credit to the heart or to the head of Alexander.

When Germany had placed France *hors du combat* in 1870, Alexander declared that he considered himself no longer bound to respect that part of the treaty which concluded the Crimean war, by which he agreed to maintain no war vessels on the Black Sea.

When this declaration was made the signatory powers went through the form of modifying the treaty, and so saving their self-respect.

In 1870 the Czar extended his reforms by abolishing the hereditary character of the parochial clergy, reörganizing the army on the Prussian model, and vastly extending the educational system. His work of reformation had been interrupted by the Polish insurrection of 1863, which was put down with characteristic Russian barbarity.

In 1867 the Czar sold his American territories to the United States for $7,000,000. In 1877 Russian troops under Gen. Kaufmann conquered Khiva and annexed part of the territory to Russia. This was the Czar's second move toward the heart of Asia; the first one having been the successful war against the Ameer of Bokhara, and the occupation of Samarcand, in 1866.

Though it may seem a little inconsistent, the absolute monarch of all the Russias and the democratic government of the United States have always been on more than usually friendly terms. The Czar was liberal at heart and rather enjoyed the prosperity of a democracy that was six thousand miles away. A republican movement in Germany, Austria, Italy or France was too near his own subjects, and he took a different view of it, though he never looked at it from his father's standpoint. In the Crimean war he had the sympathies of Americans because he was a Christian and a European and his enemy was an Asiatic and a Mohammedan. In our civil war he returned the compliment by sympathy and friendly words for the United States at a moment when England was undisguisedly hostile, France was violating the Monroe doctrine in Mexico, and the Pope sent his congratulations to Jefferson Davis and intimated a willingness to acknowledge the independence of the Confederate States He twice sent the Grand Duke Alexis to study American institutions.

The Czar had good reasons for being continually in fear of his life, for the various attempts made upon it would make a long list. One of the most noted attacks, though not the first one, was made in Paris in 1863, during the international exposition, by a Pole named Berezowski. He was recently fired at by a Nihilist in St. Petersburg, as he was about to enter his carriage. The two most notable attempts to take his life were made by the Nihilists in their organized capacity. A couple of years ago a mine was exploded under the dining-room of the Winter palace, doing great injury to the building and killing many of the guards who were on duty. The fact that the Czar and his party were late to dinner was all that saved their lives. On December 2, 1879, an infernal machine was exploded on the railroad near Moscow, wrecking the train containing the Czar's baggage, which the conspirators mistook for the train in which he was traveling. In spite of all the attempts made to assassinate him the Czar lived beyond any expectation that the fates of his predecessors would have warranted him in expecting, for he was 62 years old last April, and it is a tradition in his race that no Emperor of all the Russias will ever live to see his 60th birthday, as none had lived to see it since the Russias became an empire. The Empress Catherine II., who was more of a man than many emperors, did, indeed, live to be nearly 70 years of age, but that precedent appears to be little regarded. The Emperor Nicholas was slain by "Gen. February" four months before attaining his 60th year; and, when the Grand Duchess Mary, the reigning Emperor's eldest sister, lay on her death-bed last year at the age of 57, she bade her imperial brother farewell, with an ominous intimation that she expected within two years to see him again in the other world.

Although his marriage is said to have been a love match, his domestic life was not a happy one—for his wife. She died less than two years ago, broken-hearted, according to general report, on account of his notorious amours with the Princess Dolgorouki. To this woman he finally gave a legal standing, being morganatically married to her a few months ago. One of the conditions on which his children consented to this was his virtual abdication, and the Czar, since his last marriage, has been in retirement at his favorite country seat of Livadia, all power except that of making peace or war having been confided to his heir and a council of ministers.

The Czar had a large family of children. The first born, Nicholas, died in Nice, in 1865. Alexander, the present heir to the throne, is understood to have no sympathy with his father's Germanic preferences and liberal disposition, and to resemble his uncle, Constantine, and his grand-father, Nicholas. He was born March 10, 1845, and in 1866 married the Princess Dagmar of Denmark, sister-in-law to the Prince of Wales. The third son, Alexis, has twice visited this country. The oldest daughter, Marie, was married to the Duke of Edinburgh, Jan. 23, 1874.—*Winona Republican.*

WISE SAYINGS ON ORTHOGRAPHY.

The Arkansas Senate having lately adopted a joint resolution determining that the pronunciation of the name of their State shall be Arkansaw, the *Rural New Yorker* sensibly suggests that they should adopt a second resolution fixing the spelling in accordance with their decision as to the orthoepy.

Dr. Murray, President of the British Philological Society, and editor of their great dictionary, in his late annual address, dwelt upon the disadvantages, and the unjustifiability in an etymological point of view of the vagaries of English spelling. His views and illustrations are novel and striking, and clearly the result of close investigation by a most competent and experienced examiner, long versed in lexicographical studies and work. He expresses the opinion that no completely phonetic alphabet can gain adoption until the principles of phonology have been first rendered generally familiar through better primary instruction in the rudiments of speech and of reading. But he makes the pregnant suggestion to the Philological Society that they should give the weight of their influence and authority to a certain amount of redress, such as the permissive disuse of the final *e* when silent and quite superfluous, as it is after all short vowels, as in *hav, giv, catalog*, etc., increasing the authorized list from time to time as may be found practicable and acceptable.

Prof. K. J. Schröer, lately declared in the *Gartenlaube*, in a paper on the "Zukunft der Deutschen Rechtschreibuns," that there is no need of an international academy of the German-speaking peoples to decide upon and fix the orthography of that language, as authors and printers agree in the use of a uniform system of spelling, capitalizing, etc., and that it is only in the schools that there are variations of practice, scarcely any two of them agreeing. Whereupon Ernst Leibtner, of Leipzig, shows in the new periodical, *Zeitschrift für Orthographie*, by Dr. Victor, Wiesbaden, (E. Steiger & Co., New York, agents,) an array of examples from works by the best authors and publishers, which exhibits an immense diversity of practice, very many common words having as many as four different spellings, to say nothing of the differences in the capitalizing of words and the compounding of them.

It is clear that this *Verwirrung* cannot but increase as long as the schools aggravate it, and that only a competent board of regents acting under governmental authority can establish uniformity. Such a board is even more necessary to rectify the faults of the English alphabet and spelling. It should be international for all English-speaking countries; and as it must necessarily require at least two generations to complete its work, first in the schools and then in the public prints, in such a gradual way as to be safe and effective, there should be no time lost in moving for its establishment.

NOTES FROM ISAAC PITMAN'S PHONETIC JOURNAL.

A Vicar and Private Tutor, an A. M. Cantab, tells of a young lady who has been learning languages under his tuition for ten years. She is quite familiar with Latin and French, and reads Greek with the aid of a lexicon. She has also done much in mathematics. No special exercises in English spelling had been given, as it was supposed she would pick it up, being a correct speller of Latin and French. On trying her, preparatorily for an official examination, she was found lamentably deficient, and she at once set to writing out all words not familiar to her from five different spelling books, rewriting the most difficult, and at the rate of a thousand words daily for a long time. "Yet she is not sure, and often makes horrid mistakes." What does this prove? Apparently that the devotion of the first impressible years to Latin and French forms of words has proved an embarrassment to the memory when trying to recall less closely noticed English forms, and that early practice in recalling and writing out the 'weird and wanton shapes' of English common words should be a first care, until this induced attention to them, undistracted by other forms, whether phonetic English, or resemblant foreign words, has fixed them firmly in the memory of the eye and of the hand. The reports printed in Supt. Wade's stirring book on the 'Graduation of Pupils of Country Schools,' show that orthography alone, of all the branches, is a constant study through all the grades, ever sought, but never fully attained. What a drawback! what waste of time, effort and temper! and a phonetic alphabet would sweep it and all its harmfulness out of the way. It is only a loss, and a very great loss, to spend time in trying to teach English spelling through the ear.

W. R. Evans, who is an author, a philologist, a practical printer, a polished, though diffuse writer, and a close student and expositor of English spelling-difficulties, believes in the policy of using concise and complete phonotypy for teaching children to read English, having one distinct single letter for each distinct single sound. He argues that the transitional, semi-phonetic, digraphic alphabets intended to offer great resemblances to present forms, are only palliatives—baits set in the vain hope of inducing a whole nation to suddenly change habits of writing inveterated by an amount of practice that makes them ineradicable. Clearly, it is only by teaching the young a better way that we can at all expect to bring about a reform of English spelling. A whole generation of youth trained to a familiarity with a method so simple as to practically abolish all the troubles of spelling, will, in their day, find it easy and practicable enough to throw all the old inherited rubbish overboard, and go on rejoicing in a great deliverance. It is for us to plant for them to enjoy, by extending and perfecting the phonetic method of teaching reading, avoiding any change in actual spelling until the time ripens for it, by applying some method like that of the phonetic dictee. Thus, shall we add to the endeavors already made to leave the world the better for our having lived in it, another great and eminently laudable exertion.